



The Golden Thread Alliance

Relationships, Sex and Health Education (RSHE) Policy

Date Reviewed	<i>Summer 2026</i>
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This policy has been adopted by all schools within The Golden Thread Alliance



As united as we are different.

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1. Introduction

Our values are at the heart of our teaching of relationships, sex and health education (RSHE), including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. The Golden Thread Alliance recognises the breadth of human diversity and is committed to providing relationship education which values diversity. The Golden Thread Alliance also recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, misandry, homophobia and gender stereotypes are identified and challenged rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

Relationships Education is compulsory for Primary Schools. Therefore, as a Primary Education Trust, we will be teaching Relationships Education as part of our PSHE curriculum. Puberty will be taught through the science curriculum and Sex Education will be taught exclusively with two Sex Education lessons in Year 6. Relationships Sex and Health Education is extremely important for children to be engaged in and to be exposed to. This curriculum enables children to have an open, honest, confident relationship with the topics covered within RSHE ensuring they know that they can talk about sensitive issues, that they are prepared for changes and challenging times in their lives and are equipped with the skills and knowledge to face these with confidence, calling on trust-worthy citizens when they need help. The curriculum builds upon foundations from pupils' home lives and reinforces the importance of developing healthy, respectful relationships focusing on family and friendships in all contexts. RSHE being taught through PSHE encourages our children to become well-rounded, supportive and ambitious members of society.

Within all The Golden Thread Alliance schools, Relationships Sex and Health Education is part of the PSHE (Personal, Social, Health and Economics Education) framework and will be used to prepare children with knowledge and understanding to enable them to grow and develop into responsible adults who are capable of having stable, loving relationships. This curriculum is sensitive to the individual needs, beliefs and rates of maturity of our children. The curriculum is age appropriate and recognises the diverse society we live in, set in the context of equal opportunity and inclusion.

All schools within The Golden Thread Alliance are committed to working with parents and carers and strive to have a strong, positive and healthy relationship with our community.

2. Aims

The aims of relationships, sex and health education (RSHE) within The Golden Thread Alliance are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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- Promote our Golden Thread Alliance values of Respect, Responsibility, Equality, Kindness, Ambition, Courage and Integrity.

Within the Golden Thread Alliance we are guided by our vision and values.



3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of puberty contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Golden Thread Alliance, we teach RSHE as set out in this policy and in-line with the latest DfE guidance for the teaching of Relationships Education, Relationships, sex and health education (RSHE) and Health Education which can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

4. Policy development

This policy has been developed in consultation with staff, pupils and parents and carers. The consultation and policy development process involved the following steps:

1. Review – A working group was established and was made up of different layers of leadership across the academy trust including a number of Trustees, the Trust's safeguarding Team and other representatives, from all schools with a broad range of diversity, experience and beliefs, a review of materials being used across the Trust and consideration of DfE guidance. This stage included a pilot project at one school. As part of the pilot, consideration was given to staff training, engagement with parents and delivery of RSHE materials.
2. Stakeholder consultation involving parents, carers, colleagues, Governors and Trustees. This involved information sessions for parents to review materials for Sex Education, sharing of materials to all stakeholders and opportunities to share their feedback.
3. Consideration of feedback by the working group with adjustments made to the policy & materials as appropriate.
4. Ratification – once amendments were made, the policy was shared with trustees and ratified.

5. Definition

Relationships, Sex & Health Education (RSHE) lessons are about children gaining the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per the PSHE curriculum map in Appendix 2. However, we may need to adapt it as and when necessary or in response to specific incidents or events in the wider world.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. This may, for e.g. discussions on a one-to-one basis or in a small group, as set out in the RSHE guidance. Teachers will

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also receive training to include how to answer questions which are better not dealt with in front of the whole class.

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, please see our curriculum map and medium-term overview.

7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE), through assemblies, stories, Physical Education (PE), themed days and weeks (such as Safer Internet Day, School Diversity Week, Anti-Bullying Week, Black History Month, disability awareness workshops and theme weeks), and other curriculum subjects.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education focuses on:

- Conception & birth (Year 6 only)

For more information about our RSHE curriculum, please see our curriculum map in Appendices 1, 2 & 3 and further information available on each school's website.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same sex relationships, and families headed by grandparents, adoptive parents, foster parents and carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our curriculum does not cover:

- Gender identity
- The use of different pronouns by those within the LGBT+ community
- Bi-sexuality and Transgender (see Appendix 2)

Biological aspects of RSHE are taught within the science curriculum. In addition to content taught within the science curriculum, in Year 6 children will be taught Sex Education which comprises of two lessons focusing on conception and birth.

For more information about our RSHE curriculum, see Appendices 1, 2 & 3.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats

In line with our Special Educational Needs & Disability (SEND) policy, as part of normal classroom differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources as appropriate to the needs and abilities of the child. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities and any type of SEND.

7.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan and go no further or deeper than the scope of this policy
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

Only materials approved by The Golden Thread Alliance are to be used in the delivery of the content contained within the Relationships, Sex and Health Education curriculum. Although the trust will ensure that all resources used to deliver the RSHE curriculum are age appropriate and support lessons to be delivered, there is a recognition that there may be occasions when a child could access a book which may include content not related to this curriculum. For e.g. Biology and Art books in the library or other reference materials.

8. Use of external organisations and materials

We will make sure that any agency and materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At present, the Trust does not use external providers for the delivery of RSHE. On occasion, schools may be offered workshops/assemblies from local health teams, the NHS and NSPCC. Should external visitors be arranged outside of these groups to deliver any aspect of RSHE, parents will be informed beforehand.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

9. Roles and responsibilities

9.1 The Governing Board

The Board of Trustees will approve the RSHE policy. The Golden Thread School Improvement Team will hold the headteacher to account for its implementation.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

9.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE (Lessons on How are babies conceived and born? Unit of work in Year 6)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

9.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents or carers do not have the right to withdraw their child from Relationships Education.

Parents or carers have the right to withdraw their child from the non-statutory components of sex education within RSHE (lessons 1 and 2 of the Year 6 unit of work- see Appendix 2). Parents or carers are encouraged (but not required) to meet with the Headteacher to discuss withdrawing their child from these lessons if they wish.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher. Headteachers should discuss the benefits of RSHE and the risks of withdrawal (such as hearing inaccurate versions from peers) with parents before finalising the request.

Alternative school work will be given to pupils who are withdrawn from sex education. If a pupil who has been withdrawn from sex education asks a question related to that content, teachers refer the child to their parent or carer in a way that respects the withdrawal request.

11. Viewing curriculum materials

All curriculum materials used in RSHE are available for parents to view. Parents can request to see these materials by accessing our parent portal here: [Parent RSHE Portal](#) or by speaking to your child's school.

12. Training

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Staff are trained in the delivery of RSHE as part of their induction, and it is included in our continuing professional development calendar. Those delivering Sex Education lessons will receive additional training in this area. Only teachers who have received this additional training will deliver these lessons.

Training and guidance are also provided to colleagues regarding how to manage questions asked within the classroom or in social spaces in which the content falls outside of the intended learning within the lesson or the wider curriculum.

The Headteacher will also invite visitors, such as school nurses from outside the school, to provide support and training to staff teaching RSHE.

The main resources used within The Golden Thread Alliance are from the PSHE Association or resources quality assured by the PSHE Association (a reputed third-party provider) The Golden Thread Alliance has developed two bespoke lessons for sex education in Year 6.

13. Monitoring arrangements

The delivery of RSHE is monitored by the Headteacher and/or Deputy Headteacher through:

- Curriculum reviews
- Learning walks
- Planning scrutiny
- Lesson observations

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by The Golden Thread Alliance at least every three years, in line with the DfE guidance. The Golden Thread Alliance policy will be approved by the Trust Board.

Appendix 1: EYFS

EYFS (Nursery & Reception): Personal, social and emotional development (PSED)

PSED is one of the three Prime Areas in the statutory framework for the early years foundation stage. The early learning goals (ELG) below summarises the knowledge, skills and understanding that all young children should have gained by the end of reception year.

ELG: Self regulation	ELG: Managing self	ELG: Building relationships
Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.

Schools will also consider the non-statutory guidance from Development Matters when planning age appropriate PSED sessions and activities.

Nursery children (aged 3 & 4) will be learning to:	Reception children will be learning to:
• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs including personal hygiene

• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	• Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
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PSED can be thought of as three building blocks – emotions, sense of self and relationships – which contribute to a child developing in the early years. Though PSED is a separate prime area in the EYFS, it is a foundation that connects the whole curriculum – through positive relationships with adults, children learn what their emotions are, how to regulate them and how relationships with their peers work.

As such, PSED is taught throughout your child's EYFS provision including through continuous provision, enhancements and the environment provided as well as short teaching sessions where appropriate.

Appendix 2: Curriculum Maps

Personal, Social, Health and Economic curriculum map for all schools apart from West Hill Primary Academy:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Friendship & Bullying		Foundations for Wellbeing		NSPCC PANTS & Dental Health	
Year 1	Making friends: playing and learning together How can we be happy playing and learning together?	Mental health and wellbeing: Can I recognise and respond to my emotions?	Celebrating me, you and our families: Who am I and where do I come from?	Safety at home: How can I be safe at home?	Being healthy: How can I be a healthy me?	Showing kindness to ourselves and others: How can we be kind to ourselves and others?
Year 2	Mental health and wellbeing : How can I understand and manage my feelings?	Keeping safe online: How can I stay safe and make good choices online?	Me, my body and staying safe: How can I keep my body safe and healthy as I grow?	Money and work: How can money help us and why do people work?	Safety outside of the home: How can I stay safe and get help when I need it?	Looking back and moving on: How have I grown and what am I looking forward to next?
Year 3	Me, my friends and belonging: What does it mean to belong to a community?	Mental Health and wellbeing: What can my emotions teach me?	Building healthy habits: What choices help us live healthy lives?	Making choices online How can we make good: choices in the digital world?	Keeping safe out and about: How can I enjoy the outdoors safely and confidently?	Looking out for each other: Why is it important to understand other people's allergies?
Year 4	Mental Health and wellbeing:	Exploring ways to manage risk: How can we recognise risks	Forming respectful relationships:	Money matters news and literacy: Why is it important to think carefully before	Me, my body and growing-up: How do our bodies change	Families and growing together:

	How do our feelings help us through change?	and make safe choices?	What can we do to help everyone feel valued, included and safe?	we believe, share or spend?	and feel during puberty?	How do families grow and change over time?
Year 5	Friendships, stereotypes and bullying: How can we create a world where everyone belongs?	Mental Health and wellbeing: What does it mean to be the boss of your own brain?	Positively engaging with our world: How can being well-informed help us protect our world?	Respecting boundaries: How do we protect our bodies and respect personal boundaries?	Safe connections online: How can we navigate the online world safely?	Embedding healthy habits and learning first aid: How do we protect and boost our health and help others?
Year 6	Mental Health and wellbeing: How do we build the emotional tools to help us navigate big feelings and changes?	Managing money and online spending: How does being a critical consumer shape our emotional wellbeing?	Developing our AI literacy: How does Artificial Intelligence change our digital rights, safety, and wellbeing?	Drug education: assessing risk and managing influences: How do substances affect our health and choices, and how do we resist pressure and media messages?	Changes in puberty and sex education: How do people change as they grow up, and how can they build healthy relationships throughout their lives?	Looking to the future: How do our choices shape our future paths, and how do we navigate big changes?

Personal, Social, Health and Economic curriculum map for West Hill Primary Academy:

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Friendship & Bullying		Foundations for Wellbeing		NSPCC PANTS & Dental Health	
Years 1/2	Making friends: playing and learning together How can we be happy playing and learning together?	Mental health and wellbeing: Can I recognise and respond to my emotions?	Celebrating me, you and our families: Who am I and where do I come from?	Safety at home: How can I be safe at home?	Being healthy: How can I be a healthy me?	Showing kindness to ourselves and others: How can we be kind to ourselves and others?
Years 3/4	Me, my friends and belonging: What does it mean to belong to a community?	Mental Health and wellbeing: What can my emotions teach me?	Building healthy habits: What choices help us live healthy lives?	Making choices online How can we make good: choices in the digital world?	Keeping safe out and about: How can I enjoy the outdoors safely and confidently?	Looking out for each other: Why is it important to understand other people's allergies?
Years 5/6	Friendships, stereotypes and bullying: How can we create a world where everyone belongs?	Mental Health and wellbeing: What does it mean to be the boss of your own brain?	Positively engaging with our world: How can being well-informed help us protect our world?	Respecting boundaries: How do we protect our bodies and respect personal boundaries?	Year 5- Safe connections online: How can we navigate the online world safely?	Year 5 Embedding healthy habits and learning first aid: How do we protect and boost our health and help others?
					Year 6- Changes in puberty and sex education: How do people change as they grow up, and how can they build healthy relationships throughout their lives? Looking to the future: How do our choices shape our future paths, and how do we navigate big changes?	

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Friendship & Bullying		Foundations for Wellbeing		NSPCC PANTS & Dental Health	
Years 1/2	Mental health and wellbeing : How can I understand and manage my feelings?	Keeping safe online: How can I stay safe and make good choices online?	Me, my body and staying safe: How can I keep my body safe and healthy as I grow?	Money and work: How can money help us and why do people work?	Safety outside of the home: How can I stay safe and get help when I need it?	Looking back and moving on: How have I grown and what am I looking forward to next?
Years 3/4	Mental Health and wellbeing: How do our feelings help us through change?	Exploring ways to manage risk: How can we recognise risks and make safe choices?	Forming respectful relationships: What can we do to help everyone feel valued, included and safe?	Money matters news and literacy: Why is it important to think carefully before we believe, share or spend?	Me, my body and growing-up: How do our bodies change and feel during puberty?	Families and growing together: How do families grow and change over time?
Years 5/6	Mental Health and wellbeing: How do we build the emotional tools to help us navigate big feelings and changes?	Managing money and online spending: How does being a critical consumer shape our emotional wellbeing?	Developing our AI literacy: How does Artificial Intelligence change our digital rights, safety, and wellbeing?	Drug education: assessing risk and managing influences: How do substances affect our health and choices, and how do we resist pressure and media messages?	Year 5- Safe connections online: How can we navigate the online world safely?	Year 5 Embedding healthy habits and learning first aid: How do we protect and boost our health and help others?
					Year 6- Changes in puberty and sex education: How do people change as they grow up, and how can they build healthy relationships throughout their lives? Looking to the future: How do our choices shape our future paths, and how do we navigate big changes?	

Within the Golden Thread Alliance, consideration has been given to how the statutory Relationships & Sex Education curriculum (see Appendix 3) is taught within our schools in an age-appropriate way.

Appendix 3: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 4: Parent/carers form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	



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As united as we are different.